DOCUMENT RESUME

ED 274 053 EA 018 813

AUTHOR Arnold, John
TITLE Towards a Four-Fold Process of Middle School Classroom Evaluation.
PUB DATE 85
NOTE 31p.; Paper presented at the Annual Meeting of the National Middle School Association (Baltimore, MD, October 30-November 1, 1985).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Affective Objectives; Educational Quality; Elementary Education; *Evaluation Criteria; Evaluation Needs; Measurement Objectives; Middle Schools; *Self Evaluation (Individuals); Standardized Tests; Student Attitudes; *Student Evaluation; Teacher Attitudes; *Teacher Evaluation

ABSTRACT

The ease with which standardized test results and other objective measures can be used to compare the effectiveness of educational programs has led to an overemphasis on such measures among educators, the government, and the public alike. This overemphasis has led schools to ignore less easily measured but equally important objectives, to design instruction that encourages students to gain information at the expense of knowledge, and to evaluate teachers in terms of quantitative criteria that cannot account for such factors as inspiration and motivation. An alternative method for assessing the educational process might involve evaluations by students of themselves and their teachers and by teachers of themselves and their students. These evaluations must be handled carefully so that they become tools for students and teachers to use to improve their learning and teaching skills, respectively, rather than becoming weapons for superiors to use against those subject to their power. This paper explores the difficulties posed by the trend toward quantitative measurement and discusses how more qualitative evaluation methods may be applied successfully. Examples of the kinds of forms that can be used and the kinds of methods that have proven effective are provided. (PGD)

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TOWARDS A FOUR-FOLD PROCESS OF MIDDLE SCHOOL CLASSROOM EVALUATION

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John Arnold, Associate Professor
Coordinator, Middle Years Education Programs
Department of Curriculum and Instruction
North Carolina State University
Raleigh, North Carolina 27695-7801

(Presentation at the Annual Conference of the National Middle School Association, Baltimore, Maryland, October 30-November 1, 1985)

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TOWARDS A FOUR-FOLD PROCESS

OF MIDDLE SCHOOL CLASSROOM EVALUATION

Once upon a time, there was a great lion with a flowing mane, a shiny coat, and a very impressive pedigree. This lion fancied himself to be the king of the jungle. One day when out walking, he chanced upon a mouse. He immediately puffed himself up and roared, "Who's the king of the jungle?" The mouse, struck with fear, stammered, "Y-Y-Y-You are!" The lion nodded condescendingly and went upon his way. A little further down the path, the lion looked up in a tree and spotted a monkey. He again puffed himself up and roared, "Who's the king of the jungle?" The tree limbs began to shake and the monkey started falling--bumpety-bump-bump. Each time he hit a limb, he shouted, "You are, you are, you are." The lion nodded approvingly and went upon his way.

Quite some time later, the lion came upon an elephant who was blocking his path. Full of outrage, the lion walked right up to the elephant, looked him in the eye, puffed himself up, and roared, "Who's the king of the jungle?" The elephant reached down with his trunk, picked the lion up, squeezed the air out of him, shook him up over his head lustily, slammed him down on the ground, and walked back and forth over him a dozen or so times. After the elephant had walked off into the jungle, the lion struggled to his feet, dusted himself off, and muttered,"You don't have to get so mad just because you

didn't know the right answer!"

The lion in our story is a beast known as "objective measurement." The mouse and monkey are students, parents, teachers, university professors, and the public at large. Sadly, the analogy between jungle life and education breaks down because there doesn't seem to be an elephant on the horizon with a memory long enough to remember what good education has been in the past nor enough vision to see what education could be so that he might teach the lion a little humility.

In our time together today, I want to do two things: (1) give a critique of this "king" known as objective measurement, and (2) suggest a four-fold evaluation process, buttressed with examples from classrooms around the country which I think provides some alternatives to the obsession with so-called objective measurement that we seem obsessed with in education.

Objective measurement, as king of the jungle, roars constantly, "Teach only those things that can be broken down into small units and marked right or wrong." Its teeth are standardized tests and short-answer quizzes, and it feeds on students and teachers. Our lion was raised on a technocratic rationale that encompasses the following tenets:

1. Education should operate on the basis of law-like principles that are empirically testable.

2. The natural sciences provide the proper model for techniques of curriculum development and evaluation.

3. Knowledge is objective and capable of being investigated and described in a neutral fashion.

4. Statements of value are to be separated from facts and approaches that are objective.[1]

CRITIQUE OF "OBJECTIVE MEASUREMENT"

Technocratic Rationale

There are many serious problems with the tenets of technocratic rationale. First of all, education is not like genetics or physics. It is much more difficult to measure people than it is to measure how soybeans grow or how atoms behave. People are full of all sorts of quirks, and there are so many variables to examine that we very seldom get nice clean answers that we get in the so-called "hard sciences."

Secondly, the most important kind of knowledge in life is, in fact, not objective. Profound questions such as Who am I? What can I be? What should I be? What is the good life? Whom should I marry? What is the nature of love? Of God and of the universe? are simply not amenable to objective measurement. Yet, we seem to be obsessed with breaking everything down into numbers and saying that this is the only thing that is important.

A third problem with the technocratic rationale, and one that affects education enormously, is that it confuses knowledge and information. Information is external to the learner; it can

be packaged, manipulated, labeled right or wrong. But knowledge is an internalized process involving the pursuit of answers to real questions. What we do in education so often, however, is to give students answers to questions they haven't asked. Thus, the whole question and answer process that leads to real knowledge is short circuited. Knowledge also involves feeling as well as thinking, and we do ourselves a great disservice to dissociate cognitive and affective learning. We desperately need to educate people who think about what they feel, who feel about what they think, and who can act on the basis of this synthesis.

Finally, it is extremely naive to think that values can be separated from knowledge. Paolo Freire states, "All educational theories are political theories." I don't think I really need to elaborate the point to this group. When we translate certain facts, concepts, or theories into practice, some people win and some people lose. Neither the process nor the facts are objective. When we decide how much time will be devoted to the arts, for example, versus how much time will be devoted to other subjects, some people win and some people lose. Whenever we make program requirements, values are involved to an enormous extent.

This lion's roar for objectivity is not only heard in education--it's heard throughout our society today. "Be objective;

cite some numbers; be able to justify your position so that you won't have to make a personal stand yourself" is its message. As a consequence, professional judgment is becoming a thing of the past. Consider the medical profession, for example. Doctors are getting eaten up by the demands for tests, computerized diagnoses, and the like. Professional judgment is fast going by the board.

All of this is not to say that empirical measurement doesn't have any place in education, or that things that can be shown to be demonstrably true are unimportant. What I am suggesting is that our lion, known as objective measurement, should be perhaps a prince amongst many other princes looking for a place in the sun, not king of the jungle.

We've listened too attentively to this lion's roar, failing to realize that the pursuit of worthwhile goals in education is really important, not the measurement of the goals. What we have done is to narrow our goals so that we can measure them objectively. As a consequence, curriculum has often become trivial.

Loss of Teacher Control

Briefly, what are some of the specific effects upon education of listening to this lion's roar of so-called objective measurement? One is that classroom evaluation is increasingly

being taken out of the teachers' and principals' hands. Decisions about grouping, who passes, who's retained, who belongs in a GT program, who belongs in a special education program, who receives awards, instead of being based upon professional judgment or classroom teachers' criterion referenced tests, are being made on the basis of standardized tests. But we know that standardized tests don't measure qualities such as motivation, imagination, creativity, perseverance, curiosity, intellectual courage, love of learning, and a host of other things that are enormously important.

Marshall McLuhan stated, "I don't know who discovered water, but I'm sure it wasn't the fish." We are so caught up in the whole testing phenomenon that we tend to forget that it's fairly recent. Thirty years ago, standardized tests were a once-in-a-while occurrence. Newspapers in major cities didn't publish the results on the front page and compare schools. Thomas Jefferson never took a standardized test, nor did Abraham Lincoln, but they managed to become educated fairly well. We need to keep things in perspective.

Pressure for More Grades

A second effect of the lion's roar upon education is that there is an enormous pressure on teachers to become super-objective in marking. Teachers grade books are now filled with numbers.

Some record 30 or more grades in a marking period so they can justify the grade to parents. A drama and dance teacher I know is required to give numerical grades in those subjects. God help us. At parent conferences, the first order of business is often the reading off of student grades, followed by a review of the skills sequence being emphasized. Questions such as, Does my kid like school? Is he/she excited about anything? Relating well? Asking good questions? aren't seen as essential ones.

Evaluation of Teachers

A third effect is upon the way teachers are evaluated by principals and supervisors. In many states, beginning teachers are being assessed by rating scales that are derived from time-on-task research (and therefore are assumed to be "objective"). Categories on these scales include "Managing Instructional Time," "Managing Student Behavior," "Manner of Instructional Presentation," (A la Madeline Hunter), "Instructional Monitoring" and "Instructional feedback."

Heaven help us--look what's left out! There is nothing that considers: Is the teacher knowledgeable about the subject? Are the kids curious or excited about what's going on in class? Are they learning anything of substance in this class? Do they care? It's astounding to me. This is the sort of thing being mandated into law--all on the grounds that it is "objective."

Distortion of Basic Skills

A fourth effect is that the nature of basic skills is grossly distorted by this obsession with measurement. I've written and talked a lot about this in other contexts,[2] so I won't go into great detail here. In reading, instead of asking students to read real books and talk about them, we're asking them to read brief paragraphs and give short answers on ditto sheets. Probably the best evaluation of a reading program in a school is whether, in fact, kids are reading books and enjoying them. There's all sorts of evidence to show that if they read a lot, their comprehension, speed, and vocabulary will increase.

In writing, there's an obsession with grammar. Why? You can mark grammar right or wrong. Yet, there are 85 studies or more that show that grammar has no effect on good writing. Grammar involves taking things apart. Composition, literally, means putting them together. They are different processes. It doesn't mean grammar is unimportant, but it's not <u>really</u> going to teach kids how to write. There are all sorts of ways to get kids to write a lot without the teacher having to mark everything with a red pencil. The National Writing Project is making this abundantly clear.

In one of my past lives, I was a basketball coach. If all

I did each day was run drills, I knew that the kids would quit because they came to play the game. What I see happening in the basics movement is that the drills have become the ball game. Instead of using drills as an aid to getting about the main business, reading books and doing a lot of writing, the drills have become everything--the entire ball game.

Ironically, it is not the basic skills that have declined. The National Assessment of Educational Progress for a number of years comes out with the fact that basic reading skills haven't declined for the past 10 years. It's the higher level thinking skills that have dropped--the capacities to draw inferences, analyze, evaluate. Why? One of the main reasons is because students are spending so much time on short answer material instead of questions such as: Why do you think the main character did this? What would you have done in that situation? What alternatives were available?

The end result is that a lot of students are bored. The situation is a bit like the dog food sales meeting where the sales manager implored, "What's the best dog food in the world?" The salesmen responded, "Grow Boy!" "And who are the best salemen?", he queried. "We are!!", they shouted. "And who is the best sales manager?", he asked. "You are!!!", they said in one voice. The sales manager paused, scratched his head, and asked, "If we have the best dog food in the world, and you are the best salesmen,

and I'm the best sales manager, how come we are not selling more dog food??" A voice in the front row murmured, "The damn dogs don't like it."

Opposes Adolescent Development

A fifth effect the lion's roar of objective measurement cuts deeply into what we're trying to do in middle schools because it devalues the attempt to base programs on early adolescent developmental needs, abilities and interests. Making time for team planning and an advisor/advisee program takes away time-on-task. Exploratory learning may not pull standardized test scores up very much.

I suppose I've talked about these issues over the past 10 years to thousands of teachers in workshops, conferences, and classes. The saddest thing of all is that virtually everybody agrees that the obsession with objective measurement is mindless. But somehow, we do little about it. Where are the reform papers on education written by teachers' organizations? Where are the letters to the editors that you and I ought to be writing? Where are our PTA and Back to School Nights programs that talk with parents about real education and about what objective measurement can do and cannot do? Where are the university/public school folks who ought to testify before legislative committees to stop the snowballing of legislation that mandates more

and more objective measures and tasks into law, thus making it more and more difficult to ever change? Folks, we need to speak up--all of us. We need to shed our roles as mice and monkeys and to become more elephantine.

A FOUR-FOLD EVALUATION PROCESS

In addition to speaking out, we very much need to develop some alternative approaches to classroom evaluation. The outline, but not the content of the one I'm going to share with you was suggested to me by Gene Ruth:[3]

1. Student evaluates self;
2. Student evaluates teacher;
3. Teacher evaluates student;
4. Teacher evaluates self.

All four of these components should provide on-going, or formative evaluations as well as periodic summaries, or summative evaluations. Further, the components should deal with students' socio-emotional as well as their academic growth.

Student Evaluates Self

The first component, student evaluates self, is, in the long run, the most important type of evaluation. This is not to say that middle school students are fully able to evaluate themselves; teacher evaluation is still vital. It is to say that kids are

not going to have their teachers and parents to follow them around and advise them all their lives. They must learn how to assess their own learning and their own behavior. The most pitiful people in the world are those who cannot do this. They continue making the same mistakes over and over again.

One simple student self evaluation strategy that many teachers use is the "I learned that" technique. After a unit is completed, the teacher simply asks, "What have you learned?" Students may respond with facts, concepts and insights, both on a content level and on a personal level. In classrooms where trust has been built, interesting results occur. I've heard students say things such as "I learned in working on this project that I need a lot more structure than I thought I did." "I have a great deal of difficulty working with other people in a group." "I learned that I don't take criticism very well." That gives teachers a great opportunity to follow up on these through group discussions or personal conferences.

Another self evaluation strategy, a bit more formal, was designed by a teacher from the "Northeast Kingdom" in Vermont (Figure 1). The answers are filled in by a student who had completed a group project on a geographic area. As you can see, it is a straightforward, relatively simple approach that virtually anyone could develop. If we believe that it is important for students to evaluate themselves, then we will start developing instruments of this sort.

The Fayerweather Street School, an experimental school in Cambridge, Massachusetts, involves all its young adolescents in extensive planning and evaluation of goals. At the beginning of each report period, teachers help students set goals for themselves in terms of what kind of reading they're going to work on, how much math they're going to do, what projects they are going to undertake, and a variety of things. Teachers add suggestions and provide structure. At the end of the period, student and teacher jointly assess the work and then set new goals. Students keep records of what they have done and samples of their work. I really don't have time to go into all the details; I'll be glad to share some of them afterwards if they are of interest to you.

There are all sorts of self check-lists that can be developed. My wife, for example, uses learning centers, and at each center she has a check-list that enables students to assess whether they have followed directions, completed requirements, etc. Bob and Isabel Hawley[4] have developed several self evaluation forms. Figure 2 is one that students keep each week, but the teacher doesn't see. When they do a summary evaluation at the end of a marking period, they refer back to the form for information. Again, this is the sort of thing that anyone can develop.

Formal summaries are another possibility. I know a number of schools where students make a written assessment of their work

which is included with the school's report card when it is sent home. It is quite possible to include students in a parent conference. Perhaps the best opportunity for student self evaluation exists in schools with a good advisor/advisee program. Here, there is time for students to evaluate themselves with advisors who know them well.

Student Evaluates Teacher

In the second component of our four-fold evaluation scheme, student evaluates teacher. This is a difficult concept for some teachers to accept. I have heard many say, "I don't want any 13 year-old evaluating me--they're not capable of doing it. I'm a professional who has taught for 30 years." While there may be some truth in such statements, I believe they miss the point. I think that if there's a good atmosphere in the classroom, students will assess as honestly and as fairly as they can--their judgment doesn't have to be taken as the final word. Students are our real clients, and it is enormously important to know what they are thinking about our teaching.

There are all kinds of teacher rating scales that can be developed. Figure 3 is an adapted version of one used in Wake County, North Carolina.

In using a rating scale like this, I believe it important that teachers themselves design the items. Also, I think the

result, at least the first year or so, should be seen only by the teacher. If the principal is going to look at them, then it is only fair that the faculty evaluate the principal by a rating scale, also.

A teacher in a workshop in Texas once told me:

> "I fought in my school, tooth and nail, any kind of student evaluation form because I didn't think adolescents were capable of it. But, I lost out, and the evaluations began. When I got my first set of forms back from the students at the end of the first quarter, they suggested that I was sarcastic and not an easy person to get along with. But I didn't pay any attention to it. On the second set of evaluations, I got the same feedback. The third time around, I started taking it seriously and talked with the kids about it. What was happening was that many of the jokes I told were slightly sarcastic. I thought they were funny, but the kids didn't think so at all. They perceived them as put-downs. You know, that experience has done more to change my relationship with students than anything I've done in the past ten years or so. I stopped my sarcasm, and the change in the kids' attitude was startling."

Periodic feedback forms are other ways for students to evaluate teachers. Figure 4 is one that also comes from the Hawleys.[5] Teachers can develop their own such forms quite easily.

Individual and group discussions are other ways of getting feedback. Another approach is to have students write you an informal letter every few weeks or make comments in a journal. I've never used letters with middle school students, but I ask my

undergraduate and graduate students to write me a letter about every 3 weeks about what they didn't say in class but wish they had concerning content, methods and class dynamics. I find it a great way to learn about students, what they really are getting out of class, versus what I think, what activities are meaningful, etc.

Teacher Evaluates Student

The third type of classroom evaluation, teacher evaluates student, is, of course, by far the most dominant one. Unfortunately, it often focuses exclusively upon letter grades. As we all know, there are a number of problems with grades. To refresh our memory, I'll simply list some of the most glaring ones you are probably familiar with: (1) There's a referent problem. What does the "C" refer to? Is it a "C" with regard to other students in the class, other students in the grade, other students in this school, other students in the school system, students nationwide, or what? (2) Grades are often full of biases. Studies[6] indicate that boys are given lower grades than girls for the same quality of work, and blacks are given lower grades than whites. Blacks who have the same grades and I.Q.'s as whites have been retained more frequently than have whites. Further, some teachers are harder markers than others, while many tend to give better grades to students who agree with their own

values. (3) Grades promote excessive competition and "grade grabbing," focusing the emphasis upon extrinsic rewards instead of intellectual development and affection for learning. (4) Grades give very little meaningful information about a student's work. A "B" in language arts, for example, doesn't tell us how well a students speaks, reads, or writes, whether the student is interested in or enjoys the subject, asks good questions, or a host of other important details.

Comments obviously give more information than grades, but they can be enormously time consuming. An advisor/advisee system makes comments much more feasible. The advisor, who typically has about 20 advisees, is able to give lengthy comments about growth and progress after collecting data from other teachers. An important guideline in writing comments is to specify what needs to be done about problems that are identifiable. There is nothing more disconcerting for parents than a comment such as, "Jimmy has a problem with decimals." The parents (and hopefully, Jimmy) want to know, "What can be done about it?" Also it's important not to make presumptuous comments like "Betsy is not living up to her potential." We really don't know what her potential is, nor do we know what struggles she is undergoing. She may be doing the very best she can under the circumstances.

Schools that are organized into interdisciplinary teams

have great opportunity to evaluate students extensively through collaborative effort. The best team strategy I know is used by the Calhoun School in New York City. Here, teams discuss students extensively at least once a week. Their meetings are set up so that no more than five minutes can be devoted to any one student without a vote being taken to extend the meeting three minutes longer. If, in eight minutes, they cannot get some kind of closure on a student, it means that nobody on the team knows him/her well enough, so the advisor then must go back and get more information from the student, have a parent conference, or what have you. If there's an emergency, obviously, the time limits are ignored. Conversely, if the team can only talk about the kid for 20 seconds or so, more information is needed. Obviously nobody knows the kid very well. I particularly like this aspect of the procedure because very often, the kid who has the most serious problems in school is not the kid who is acting out; it's the quiet one sitting over in the corner who seldom attracts anyone's attention. The Calhoun School thus ensures that every student is discussed, not just in terms of problems, but also in terms of academic work, learning style, interests, etc. Such sharing can enable teachers to know and genuinely help students. Were I a principal today (I didn't do this when I was one), I would surely require all teams in the school to spend at least one period per week discussing kids. I don't think there's any better use of time.

One of the most novel approaches to evaluating kids that I've seen (and one that I would not recommend to everybody because it depends upon a special type of organizational structure), is used by Carolina Friends Middle School in Durham, North Carolina. This superb school is organized so that everyone has language arts and math the first two periods and the entire rest of the day is spent in mini-courses. The mini-courses are set up in terms of how much student responsibility they require on a 1-5 scale. Students are rated on a 1-5 scale in terms of their ability to handle responsibility. No student may elect a course higher than his/her level. The scale is as follows in Figure 5. The ratings,which change every six weeks, are determined by the entire faculty.

I would be mortified with this approach used across the board at just any school because it could become another way of labeling kids. But, at Carolina Friends, it works beautifully, making the dialogue between student and teacher not so much about grades, but how responsible a citizen one is becoming. The advisor has to justify the student's rating and the student may challenge it. "Yes, I didn't turn in three homework papers. But I planned all the food for the camping trip, I helped Bobby on his project, and I read three books." If a strong case is made, the rating may be changed. Very significant kinds of evaluations occur in this process.

The advisor/advisee conference probably offers the best potential for student evaluation that can occur in a middle school where the advisor has the time to sit down with a student and, in a "here's what I see," "what do you see?" manner. The student evaluates himself/herself, and then the teacher gives an evaluation, and a discussion ensues. Shoreham-Wading River Middle School in Shoreham, New York does a magnificent job of this type evaluation. At this exemplary school, the teachers themselves decided to come to school one hour early for fifteen days of the month so they could meet individually with their advisees. That's how much they think of their program.

Teacher Evaluates Self

Our time is running out, so I'll be brief about the fourth component--teacher evaluates self. Obviously, it is highly important, for unless teachers are constantly looking at what they're doing and trying to grow, nothing much is going to improve in schools. Also obviously important, teacher self evaluation draws much insight from considering the three evaluation components.

Teachers on interdisciplinary teams have unique opportunities for self evaluation through peer consultation. On many teams, teachers visit one another's classrooms and give feedback.

Sometimes it is informal; sometimes it involves formal discussions of video-taped sessions, Flanders' Interaction Analysis, data, observations shared from observing students, etc.

I once worked with a group of teachers in a Connecticut school who initiated and developed a peer evaluation program that bypassed the principal entirely. Teachers who volunteered for the program visited each other during their free periods and would videotape, audiotape, observe, and give critiques. This is the only school I've ever seen with such a program. The new mentor teacher programs being inaugurated in many states hold considerable promise for offering extended, in-depth peer evaluation.

Finally, doing research in one's own classroom offers a means for self evaluation. I realize that this is difficult because of the demands upon teachers' time, but some very simple things can be done, such as examining, via tape recordings, the "wait time" you allow after asking questions. Most teachers, even those who realize the impor ance of sufficient wait time, are surprised by how short a time they actually allow. The Ford Teaching Project has got a lot of information about research in the classroom and strategies for teachers for those of you who are interested.

In closing, there has been a lot of good work done in the last ten to fifteen years in classroom evaluation, as well as a

lot of work that is detrimental. The situation is not unlike the one in which Winston Churchill found himself during World War II after an important meeting in the "War Room" under the Parliament building. He was confronted by a woman from the Christian Temperance Union, who shook her finger in his face and said, "Mr. Churchill, I understand there's been enough whiskey drunk in this room to fill it up to your waist." Mr. Churchill looked slowly around the enormous room with its high ceiling, then down at his waist, and sighed: "Ah yes. So much accomplished, and so much more yet to be done."

NOTES

[1] Adapted from Henry A. Giroux, "Toward a New Sociology of Curriculum," Educational Leadership, December, 1979, pp. 248-253.

[2] See, for example, John Arnold, "A Responsive Curriculum for Emerging Adolescents," Middle School Journal, May, 1985, pp. 3ff.

[3] Gene Ruth is currently Headmaster of Providence (Rhode Island) Country Day School.

[4] Taken from Robert C. and Isabel Hawley's Building Motivation in the Classroom, Amherst, MA., ERA Press, 1979.

[5] Taken from Robert C. and Isabel Hawley's Building Motivation.

[6] For a good review of problems with grades, see Robert R. Weiser's "An Explanation of Why Meadowbrook Abolished A-B-C Grades," unpublished manuscript, Newton, MA. public schools.

Figure 1

NORTHEAST KINGDOM, VT. EVALUATION FORM

Name Dean Powell

I. Rate yourself from 1-10. 10 is the highest evaluation you can give yourself. Do not underrate yourself.

8 1. I contributed my ideas and information.

5 2. I asked others for their ideas and information.

3 3. I helped the other members of my group learn.

8 4. I helped keep the group working.

5 5. I included everyone in our work.

8 6. I shared my materials.

7 7. I made sure everyone in my group understood how to do the schoolwork we were studying.

II. 1. I felt relieved but good when we completed our project.

2. I felt nervous & worn out after we met with the I.D.C.

III. 1. What did you like about this project?

I liked the research and constantly learning about the region and what we were going to do to this region.

2. What did you dislike about this project?

I did not like the way 2 of the people in our group acted. Also I did not like the writing involved in our project

III (Continued)

3. What did you learn from this project?

I learned that the region we were studying was underdeveloped and that we could Accomplish A whole lot with what we were going to do

IV. Group Evaluation. List all the members of your group. Give each member a grade.

NAME	GRADE
Ernest Binkly	A
Mike Brophe	B-
Penny Tolman	B+
Perley Allen	C-
John Merchant	C-

V. What grade would you give yourself? Why?

I would probably give myself A B+ or B because I think I contributed my ideas and work to the group but not As much as Ernest did.

Figure 2

STUDENT SELF-EVALUATION FORM

This self-evaluation form is to help you know more about yourself as a learner. It is for your own benefit and will not be used as a basis for your grades or comments on your work.

1. How satisfied were you with your learning this week?

1	2	3	4	5	6	7
very dissatisfied						very satisfied

2. What things contributed to your satisfaction?

3. What could you do to make the class more satisfactory for you?

4. How well did you concentrate in class?

5. How much did you participate?

6. How carefully did you do assigned tasks?

7. Open comment:

Figure 3

SUGGESTED STUDENT EVALUATION OF TEACHERS

Middle Grades

(Adopted from Wake Co., N. C. Public Schools)

PLEASE CHECK THE COLUMN THAT BEST FITS YOUR OPINION FOR THE STATEMENT BELOW:	ALMOST ALWAYS	SOMETIMES	NOT OFTEN
1. The teacher respects students and treats them fairly.			
2. The teacher really understands and knows the subject he/she teaches.			
3. The teacher presents and explains things clearly.			
4. The teacher uses many different techniques.			
5. The teacher makes students feel that learning is really important.			
6 The teacher encourages students to ask questions and discuss ideas.			
7. The teacher makes clear what is expected of students.			
8. The teacher finds ways to help students who need special help.			
9 The teacher listens to and tries to help students who come to him/her with problems.			
10. The teacher grades fairly and is willing to listen when students disagree.			
11. The teacher keeps good discipline without threatening students.			
12. The teacher is a pleasant person to be around.			

The teacher is best when he/she:

The teacher would be better if he/she:

COMMENTS (Use back if necessary)

Figure 4

FEEDBACK FORM

1. How satisfied were you with this week's sessions? (Circle one.)

1	2	3	4	5	6	7
very dissatisfied						very satisfied

2. What was the high point of your week in class?

3. What factors contributed towards your satisfaction?

4. What could be changed to make these sessions better for you?

5. What can I (teacher) do to make these sessions better for you?

6. What can you do for yourself to make these sessions better for you?

7. What are some of the special issues, concerns, or questions that you would like to see raised in class next week?

8. Open comment/insight/question/suggestion/joke/. . .

_____

Name (optional)

Use back of sheet if you need more space for any item.

Figure 5

STUDENT RATING SCALE
CAROLINA FRIENDS MIDDLE SCHOOL
DURHAM, NORTH CAROLINA

Level 5- The student can be completely trusted to do responsible independent study, meet school responsibilities, and fulfill his role in the community sensitively and effectively. Tutoring, school trips and off-campus study are wholly available to this student.

Level 4- The student can be trusted to do limited work unsupervised, rarely needs structured guidelines, most often fulfills over-all school responsibilities, still has some 'rough edges' towards fulfilling his role with sensitivity. May tutor and attend all school trips.

Level 3- The student can be trusted to do unsupervised work with strong, checked guidelines; generally needs some sort of daily supervision--if only as a reminder; meets schedule with infrequent reminders. May tutor in structured setting; may attend off-campus, daily trips; may rarely attend off-campus overnight trips (at the discretion of staff).

Level 2- The student cannot be trusted to do truly unsupervised work; needs omnipresence of a strong figure around; generally

Level 1- The student is effectively insensitive to the needs and requirements of the community; he apparently refuses responsibility; needs daily checks by each classroom teacher and homeroom teacher; needs frequent advisor/advisee conferences. (NOTE: A student in this category is on probation in the Middle School. Ordinarily, no student may remain in this category for two successive six week periods and remain at Carolina Friends School.)[1]